

Gerin Predicts Expanding NFCUS Role



Jacques Gerin
"NFCUS is a good thing"

"The whole justification for NFCUS is the feeling that we are part of the whole Canadian community," said Jacques Gerin, national president of NFCUS during a dinner speech last Friday evening.

The dinner, sponsored by the local NFCUS committee under chairman P. J. Clooney, hosted Gerin and the Students' Council.

During his speech, Gerin explained the importance of NFCUS to each University student, and declared that, "NFCUS will come to the point where it is a national necessity."

In reply to the question how NFCUS can bring itself closer to the average student, Mr. Gerin replied: "Once he (the student) feels part of the student body here, he should feel that he is part of a bigger thing. Then the problem should become much smaller. The problem can be further met by more communication, and more news releases on a national

level." He further stated publicity is the core of progress after birth, and that only by active participation of the local NFCUS committees in their respective campus activities can NFCUS continue to grow in stature.

Mr. Gerin stressed the importance of an active local committee repeatedly, and stated that, "NFCUS can only be as active on the campus as its local committee."

On the subject of national conferences, Mr. Gerin pointed out the obvious advantages of meeting fellow students from other Universities. He agreed that only good can come out of conferences where east meets west, and where the language barrier can be attacked and broken down.

Major project for this year is the national conference planned for the University of Toronto sometime during 1960. This conference will see 1,000 Canadian students from British Columbia to Newfoundland meet with each other and discuss aspects of student activities, thought, and government.

Gerin expressed his concern with

the outcome of these conferences, and the methods used by delegates to present information to their respective camps. He cautioned against the danger of keeping information within a small group, instead of informing every student on every campus about the decisions and personal gain brought back from regional or national meetings. Gerin said, "Not only publicize what has been learned at these conferences, but let your feelings come out and bring home the importance of this Federation!"

Mr. Gerin continued, "NFCUS originates from the campus. The student makes up NFCUS. It is only in the student through the local committee that we have our strength. Via NFCUS we hope to do what we cannot do on a local level. The policy is set on the local levels, and goes to the national level where it acts as the voice of the Canadian student. NFCUS is not a service organization as such, but on the national level we provide practical national services such as an insurance plan, scholarships, and national debating meets."

He pointed out that three years ago, NFCUS had a national membership of 42,000 students, and that now in 1959 NFCUS counts 75,000 contributing members.

On the Hungarian situation, so widely publicized during the last few days, Gerin commented: "The information we have at the moment is

not reliable enough to justify a stand. It was a good thing that Canadian University students reacted as violently as they did at the mere possibility of mass executions of Hungarian University students."

Mr. Gerin further outlined on a suggestion made during the afternoon open meeting, that NFCUS investigate possibilities of arranging for a summer employment exchange program on an east-west basis. He said that this suggestion will be thoroughly looked into, and that this is definitely a NFCUS matter. The scheme to hire Eastern students for employment in the West and vice versa will be proposed to the personnel departments of national companies like CIL. He feels that this scheme will lead to a more unified national student body, and will add to the slowly growing east-west relationships.

During the question period following the dinner speech, Gerin explained that NFCUS has an active international aspect. It is a member of the International Student conference, which consists of 66 national unions. This ISC has only one representative from the communist countries, Yugoslavia. A parallel organization, the International Union of Students, is communist dominated, and is more tightly organized.

The non-communist International Student Conference, has a permanent secretariat which carries out the work and policies for the conference. The conference meets every 15 or 18 months, and elects a nine-member Supervision committee. Canada chaired this Supervision committee last February during the session in Leiden, the Netherlands. At this international conference Canada was again elected to chair the Supervision committee convening in Geneva in 1960.

One important result that came out of the ISC's last conference was the rebuilding of a school in Tunisia during an international workcamp organized by the ICS in the summer of 1959. Over 150 students from 44 member countries participated in this program.

U of A Honors The Dead Of Two Wars

We remember especially those young men who once were students here and who went forth . . . that they might fight for those they held dear—for honour, justice and truth.

"In remembering their sacrifice, Oh God, help us to justify it by re-dedicating our own lives to the ideals they cherished," asked Dr. Walter H. Johns, president of the University of Alberta, during Remembrance Day services in Con hall Nov. 11.

Nearly 250 faculty members, students and Garneau district residents attended the annual remembrance service, in memory of University students who died in two Great Wars. A 100-strong contingent from armed service branches on campus marched past the Arts building after the service.

Dr. Johns delivered the memorial service prayer. Students' Union president John Decore read the "Let us now praise famous men" passage from the Holy Scriptures. Lt. Col. H. A. Dyde, honorary colonel of the U of A contingent, COTC, was the third member of the platform party.

Prof. Arthur Crighton, of the University music department, played the memorial organ, which was originally installed in Con hall in memory of students who died during the First Great War. It was re-dedicated in 1945, to the memory of students who fell during the Second Great War.

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Touring British Speakers Edge Albertans In Oxford Debate

The British team of Gordon and Tilbury has emerged victorious once again, by defeating the U of A team in the debate last Friday, Nov. 13. This brings the total to thirteen victories out of the fifteen encounters at various Universities across Canada. Subject of the debate was: "Resolved that this House has no confidence in Summit Conferences."



Roger Tilbury
just propaganda

The debate consisted of four 15 minute arguments, each member of the team presenting one argument. At the end, each side rebutted the arguments of the opposing team.

The chairman then invited the audience to participate in a general discussion of these arguments, at the end of which the audience judged the debate by a show of hands. The audience was in favour of the British team by a vote of 117 to 100.

James Gordon of the British team, spoke for the affirmative. He began by criticizing the general attitude of the western world; its preference for overlooking or forgetting the Russians' crimes in Hungary and in other countries. He said that any politician who mentions these facts is only asking to be thrown out of office, for people think that it's embarrassing to bring up these facts. Instead, one should only mention "how motherly Mrs. Khrushchev looks" and "Isn't that Mr. Khrushchev a decent man after all? Look—He dined with the Queen; played golf with President Eisenhower. Why, he's as high up in society as anyone can go!" One shouldn't mention the fact that seven million people died in an artificially created famine in the Ukraine while Khrushchev was its overlord.

Sam Baker, of the U of A team, said that we should look on the practical side of the situation as it stands right now. He said that power is concentrated in the hands of two men, and our defence lies in law and order, not in our refusing to sit down behind a table to discuss things. "The summit conference brings the issues into the open where they can be dealt with," said Baker.

The second argument for the affirmative was given by Roger Tilbury. He explained that his argument was not against peace and negotiation with Russia but that summit conferences accomplished no more than give the Russians a very good method of propaganda. The western powers could gain nothing from such a conference, for Khrushchev offers nothing concrete in disarmament; we can not agree to a divided Germany, which blocks the

negotiations on a free city of Berlin. The third question would be nothing more than haggling over territory at which the Russians are ten times better than we are. "From the point of view of results, the western leaders could only lose the confidence of the peoples they represented, and the confidence of the enslaved nations behind the iron curtain, who still look with hope toward the west."

Alex McCalla, speaking for the U of A team, said that the world is full of insecurity and tension, which bring about hates and jealousies. A summit conference will ease the tension. It is good that the leaders get together and discuss things. Such things as the cultural exchange in recent years have contributed greatly to the easing of tensions. The summit conference could give some hope that a bridge will be built across the chasm that separates these two great powers. "Our worthy opponents are not facing reality. Their hopes are bound to a great silver-lined cloud," said McCalla. "Security will not be created in six days, but the conference could be the beginning."

Phi Delta Theta Wins Football Championship Over Kappa Sigma

The Phi Delta Theta football team won the intramural championship Saturday afternoon when they edged the Kappa Sigma squad 2-0, on a cold wind-swept Varsity grid.

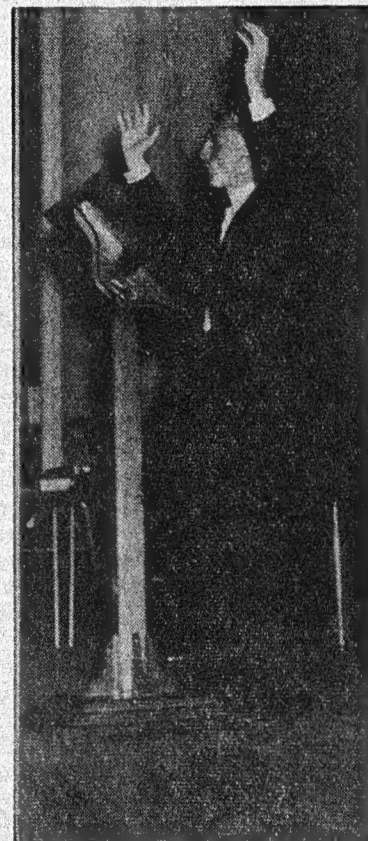
In the hard fought, bitterly contested match the Phi Delt gang controlled play all afternoon. As has been their style this year, they bottled the opposition up in their own end and waited for them to falter.

Due to the adverse weather conditions and a frozen field the contest developed into a rugged defensive battle, and was not a colorful game. Both teams had trouble moving the ball but the Phi Delt did

manage to keep the Sigs out of their zone.

From the opening whistle the new champions moved downfield in their best march of the game. They were finally stopped on the two yard line. Kappa Sigma could get nowhere on the ensuing plays and were forced to kick from directly behind their own uprights. The kick hit the crossbar and bounced back over their own touch line giving the Phi Delt a safety touch. These two points were the difference.

An interesting aspect of this year's winners is that they were not scored upon all year although they lost one game. Their only defeat was not on the playing field as they lost a game to education on a protest.



James Gordon
Russia is bad

Wasted Days

Jacques Gerin, national president of the National Federation of Canadian University Students, visited this campus.

The purpose for his visit, and his specific desire and wish, was to meet as many students as possible for as long a time as possible. Mr. Gerin wanted to discuss student problems, wanted to answer student questions, wanted to explain NFCUS and make clear to all students what NFCUS stands for and what it intends to do.

Mr. Gerin met 40 students out of 5,000, and for one and one-half hours out of 46 hours and 35 minutes.

Our campus fell down in its hospitality, and was deplorable in its lack of curiosity and concern for national student affairs. Somewhere along the way preparations were not made, and the visit of the NFCUS national president was shrugged off as relatively unimportant.

True, a chosen few received a free dinner under the guise of meeting with Mr. Gerin; a few of us even had our photo taken with him. Some of us met him repeatedly and exchanged the same views; others met him repeatedly and did not say anything other than the usual greetings.

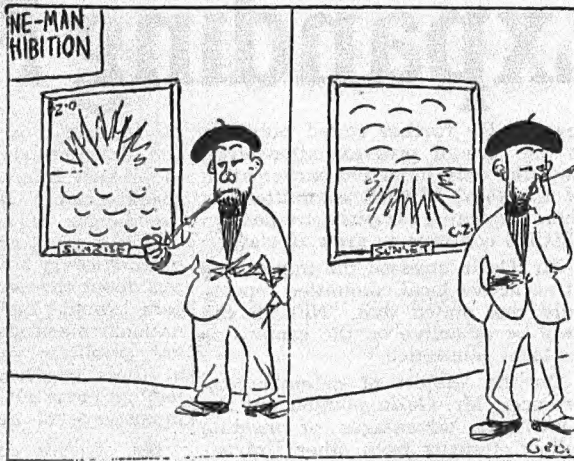
Why, we ask and will continue to ask, why did not more students meet Mr. Gerin? What is all this talk about NFCUS being the national and unified student voice? We have been told that NFCUS intends great things, and that it is a service to each and every student on this campus. Why then did Mr. Gerin, who supposedly is the spokesman for the Canadian University student, not meet the students on this campus?

NFCUS is made up of the Canadian University students, and is only as strong as the local committees. How can Mr. Gerin accomplish anything, how can Mr. Gerin study and reflect the student's thought and opinions when he cannot get to meet them? Why did he not meet with them as he had hoped and planned?

We realize that there was not enough publicity about his visit. Why was there not enough publicity?

We suggest that some vitality be instilled into the local NFCUS committee. We suggest that the local NFCUS committee get on its feet and put into practice what its national leader, Mr. Gerin, advocated at the select and exclusive dinner last Friday; "If you get news and information about NFCUS activities, CRY it out! And let the students know that you are there!"

Mr. Gerin's visit to this campus was a welcome one; his reception was a disappointment.



Grymfixt

Pogo has been published in Russian the past few weeks. Students of Russian and their friends have had a decided advantage being able to translate it. We wonder how the common people manage?

Easement Does It

Traffic has tossed stones upon the still waters of the University of Alberta-City of Edmonton relations. The city police force has found it necessary to crack down on two student groups — those who walk, and those who drive.

City workmen have dotted the immediate University area with signs warning "No Parking". And police have become extra-officious in the enforcement of a city by-law outlawing jay-walking.

Tickets for jay-walking and no space for parking are only surface manifestations of a more basic problem. The student-police contest is a contest between legal rights and traditional rights.

Law is firmly on the side of the policeman who tickets a kitty-cornering student, or who orders student drivers off a particular street. Offending students are breaking laws which Edmonton set to govern Edmonton streets.

For the student driver who is interested more in money than in martyrdom, there is no effective way to object. With cramped parking conditions on campus, he must leave his car on a city street, and accept knuckling under the parking laws imposed upon the University area.

However, here is a partial "out" for walking students. The University can establish a sanctuary in which jay-walking is no crime.

By facing written right with written right, the University can do more than just thin Edmonton's ticketing coffers. We can take a slice of their very entity.

The University campus is, strictly, private property. With but one exception, city police have no jurisdiction within campus bounds. The exception—the Edmonton Transit System bus route, which curls across three blocks of campus territory. The ETS is a city instrument, and must have every inch of its path under city police patrol.

Because the desire for a bus route was stronger than any wish to keep our campus clear, the University granted "easements" to the city, allowing city jurisdiction over the three bus-route blocks.

As city police have shown that freedoms granted can be curtailed so should the University show that "easements" granted can be toughened. Busses should be taken off the University campus so that students may cut corners.

What's Wild?

A University campus is an environment in which students can outgrow the practices of their youth, and develop new, more mature habits. This was graphically illustrated to the 10 pm. crowd in Tuck shop Friday, by a trio of twelve-year-olds who refused to let crowds and din interrupt their money-in-the-pot game of three-handed poker.

Cameron Royal

Teachers Deserve More Pay

To attract and retain competent teachers, salaries must be raised by a considerable amount. This salary increase is owing to all qualified persons engaged in education: teachers, administrators, and special service personnel.

The Commission stated a relationship between salary and quality of performance is necessary. This does not imply that persons of low performance should remain in the classroom with proportionately low salaries. "Rather, they should not be there in the first place," the report states.

The report regards education and experience as the best indicators of quality that may be expected. Salaries so determined, however, often fail to recognize the work of the excellent teacher, just as the mere accumulation of teaching years does not necessarily justify a yearly increase in salary.

To overcome these faults, the merit rating plan has been suggested. In essence, this plan is similar to the method employed in business: good employees are paid more than poor employees. Several problems arise in equating education and business: results cannot be easily ascertained in education as in business; children may be harmed by reactions of undeservedly poor-rated teachers; business pay comes from private funds whereas education salaries come from public funds and must be accounted for in concrete terms justifiable in view of public knowledge. And finally: who should do the rating?

The Commission does not agree that merit rating improves instruction or that it provides incentive; rather, "the primary purpose of merit rating is to encourage competence rather than to stimulate it."

The weakness of the present salary structure is that teachers of equal preparation and experience, but of unequal performance, receive equal pay and progress at an equal rate through automatic increments. The merit plan, however, would take into account difference in performance, and would consequently reward excellent performance as compared with acceptable performance.

Recommendations on merit pay are "tentative rather than mandatory, as indicating a kind of plan rather than as prescribing a particular plan."

The commission recommended that teachers without permanent certification be limited to three experience increments, and that all teachers except for a special "Master Teaching Group" be limited to six years of automatic experience increments. In the case of individual teachers judged to be superior, school boards would be able to extend the increments for an additional four years.

Another recommendation was the establishment on a provincial basis of a Master Teaching group, including one to five per cent of the teaching force, who would receive a salary \$2,000 higher than that of other teachers. This group would include teachers who have completed a period of superior or excellent work.

No assurance of security of tenure is to be given to teachers who have not achieved permanent certification or who have not improved their qualifications. The difficulty here would involve setting up a criteria whereby teachers can be rated. In such cases, rating would be conducted only when a teacher is being considered for higher classification.

Teachers, themselves, should help to draw up a rating system. The Commission also recommended that

"a review board consisting of a high official of the Department of Education, an ATA representative and an ASTA representative be established to review ratings which have been found unsatisfactory or are otherwise in question." In all cases the teacher would have the right of appeal.

The report stated that the good teacher must be paid "a salary far in excess of what he now receives. The schedule must be reviewed every one or two years to keep it abreast of general inflationary trends, and increasing salaries in related professions."

The following schedule has been proposed by the Commission:

B.Ed.—1st increment of \$5,000; 10th increment of \$10,600.
M.Ed.—1st \$7,600; 10th \$12,400.
Principals, B.Ed.—4th \$7,500; 10th \$13,000.
Principals, M.Ed.—4th \$8,000; 10th \$15,000.
Superintendents—7th \$12,000; 10th \$16,000.
Master Teacher—1st \$13,000; 2nd \$13,750.

Alberta Grads Taken Anywhere

The Cameron Commission has found, upon special investigation that complaints of students having matriculation acceptable to the University of Alberta not being accepted at other Universities, are unfounded.

Over the three years beginning with September, 1955, only nine students holding clear Alberta matriculation were admitted with deficiency at the level of senior matriculation to other Canadian Universities. None were denied admission at this level to another Canadian University.

Students attending Alberta high schools, and planning to enter other Universities can usually select matriculation programs which correspond with matriculation requirements of other provinces. With careful educational guidance in high school, the Alberta student should have no trouble choosing subjects which will allow him to enter Universities.

The contention that the academic standard in Alberta is one of the lowest in Canada cannot be upheld. With the exception of British Columbia and Ontario which require grade 13 or equivalent for senior matriculation, the academic standard of matriculation obtained in Alberta high schools is as high as in any other province.

The most serious disadvantage to the Alberta student trying to gain entrance in another University is in the fact that he may not have studied either French 31 or Mathematics 31. Difficulty in fulfilling admission requirements for other Universities comes most often in mathematics and language other than English. The commission feels that the inclusion of the equivalents of Mathematics 31 and French 31 in high schools for students who may wish to attend University elsewhere in Canada, would be of great assistance regarding both admission and subsequent performance.

The study also suggests a need for more closely uniform matriculation standards across Canada, or for greater co-operation between Universities regarding admission.

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Commission Submits Report On Education

Commission Repeats:

System Ignores Gifted

A brief from the faculty of education to the Cameron Royal Commission on education stated "... our able children are not being discovered, let alone educated for the fulfillment of their potentiality."

Using the definition of giftedness as high general intelligence or as special talent in fine arts or mechanical fields, it was found that the top five per cent of the elementary school population is in the "gifted" group.

An expert states that 33 per cent of any age group is capable of success in post secondary education, including University, but in Canada only five per cent pursue higher education. Estimates from other countries place us in an unfavorable light.

In February of 1958, 29.2 per cent of the grade 12 students who rated in the top quarter of a scholastic aptitude test went on to the University of Alberta; 70.8 per cent did not.

Of the 1955 grade 9 class, only ten per cent received matriculation standing and only six per cent enrolled in University.

The Commission recommended "That the cause of drop-outs among gifted children be studied more intensively than in the past and that remedies be sought to reduce them."

Since early identification of the gifted is necessary the Commission recommended "that school boards develop a policy with regard to identification and treatment of the gifted." It is necessary that provision be made throughout the province for adequate testing of those who are gifted. No one method for this testing is considered to be superior at present. It was suggested that accredited schools proceed to develop programs for testing the gifted.

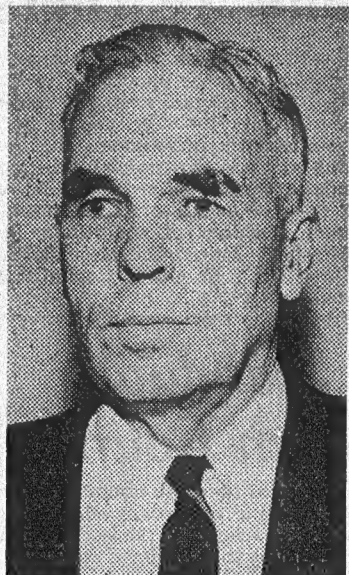
The Department of Education should provide a more complete service function in educating gifted students using such aids as a clearing house for information, extending

radio and television services, and assisting in program development.

In the event that the local school system finds it beyond its scope to provide an adequate program for testing and determining the gifted, those children should be subsidized to attend a school where a suitable program is offered.

Regulations that restrict programs for the development of the gifted should be modified by the boards governing the schools in question. The governing boards of these schools should be empowered to introduce this modification, subject to notifying the Department of Education.

The report summed up by saying that a "great reversal of the egghead attitude is required to restore intelligence to its proper status."



Senator Donald Cameron

2 years, 280 recommendations

For high school

and college students

Urge More Student Aid

"It has been said that no investment will pay dividends equal to the return on money invested in developing the talents and skills of promising students. Appreciation of the truth of this assertion has been rather slow to gain widespread acceptance in Canada," states the Cameron Commission report.

The Commission reported that the major portion of student aid funds are being distributed in University level programs. Although such funds have increased spectacularly in size in the last two years, the total is still inadequate since only about 30 per cent of the total University enrollment receives any help.

The Commission emphasized the need for a "much larger pool of highly trained manpower than ever before". It also noted that the humanities and social sciences are as important as the sciences, unless all our efforts are to be focused "on physical survival and materialism".

The Commission deemed it "clearly necessary" that students should not be prevented from developing their potential to the fullest possible extent by lack of money.

The Commission further stated that "a great deal remains to be done at the high school level." A relationship between economic status and dropping out of school is cited, which would indicate that the poor students quit. An ATA brief mentions the hidden costs of high schools—"those expenses which embarrass the penniless student, impoverish his school experience, and often lead to his untimely withdrawal..."

The Commission recommended "That the government take the initiative in having established a provincial co-ordinating office to publicize financial aid, to receive applications and redistribute them, to offer administrative assistance to donors, to assist in selection, to maintain records, and to offer such advice and information to donors of financial aid as may increase the effectiveness of the whole provincial aid program."

"The present attitude towards financial aid is marked by ready acceptance with no thought of future responsibility to assist." The Commission feels that increasing attention should be paid revolving-fund plans, and that recipients of aid should be encouraged, and in some

cases required, to repay at least a portion of their bursaries. In addition, the Commission stated, alumni organizations should support student-aid funds as part of their responsibilities."

Ask "Extend Free Education"

Free education is a basic recommendation in the Cameron report on high schools.

It is recommended, "That all youth 21 years of age and under be entitled to twelve years of education at public expense in any program for which they may be eligible in schools operated either by school boards or by the provinces."

By the end of grade 10, the high school student should know his vocational goals, according to the Cameron Royal Commission. For "the Commission favours specialization, particularly in the last two years" of a high school program. By the end of grade 10, the student wishing post-high school education should be specializing in specific academic subjects, with majors and minors in the University-program sense.

Students not wishing to continue or not capable of continuing to the end of a matriculation program should be encouraged to specialize also, but in the vocational skills they require.

It is recommended that in grades 11 and 12 "at least one major area each student's program be studied intensively (about 40 per cent of the total time) so as to develop his fullest capacity in that area."

Students who presently have to go to business colleges and secretarial schools when they leave high school, often without their grade 12, are the subject of several recommendations.

Community colleges, stressing vocational skills and semi-skills, are recommended. Students would be streamed to these schools from Grade 9 onward. By the end of Grade 10, it is hoped that the students will have decided whether they are to go on to matriculation or not. If not, they should transfer to the college, where "appropriate computational and communication skills" will be taught.

The next major recommendation is

Editor's Note—

The Cameron Royal Commission on Education in Alberta reported to the provincial government last week, after more than two years of sittings and investigations throughout the province.

Copies of the Commission report were released to press and radio media Thursday, on the understanding there would be no release until Sunday midnight.

Only seven copies of the 500-page, 280-recommendation report were available to the press. Through the co-operation of Senator Donald Cameron, Commission Secretary Dr. R. E. Rees, and the premier's office, The Gateway secured one of these

reports. Through the co-operation of some 20 members of The Gateway staff, we committed a digest of this report to print.

Members of the Commission were Senator Cameron, chairman; Dr. G. L. Mowat of the faculty of education, vice-chairman; Mrs. D. A. Hansen; Mrs. W. C. Taylor; Norman W. Douglas; and John S. Cormack.

All but Mr. Cormack agreed unanimously on the recommendations set out in the majority report of the Cameron Commission. A 200-page minority report—not dealt with by The Gateway—was prepared by Mr. Cormack.

Public copies of the Commission's findings should be available within three weeks.

Commissioners Seek "Most Effective School System"

An excerpt from the preface of the Cameron Report on Education states that "the one great and basic need of all our people is the opportunity to acquire the best education we can provide for all our citizens. A common objective is the most effective public school system our intellectual, spiritual and material resources can devise."

Although many elements in the current program are worthy of pre-

servation, there are also many weaknesses requiring modification and strengthening in the light of current and anticipated needs. The report deplored what it considers "an over-emphasis on social adjustment" and stressed "an insufficient emphasis on standards of achievement."

The report recommended a comprehensive survey of the elementary and secondary school system with particular attention to programs of study and pupil achievement, and a consideration of the aims and objectives essential to maintain a proper and adequate educational program.

In the terms of reference, it stated that special regard should be given to: suitability and adequacy of the subjects offered; the efficiency of teaching and pedagogical procedures; departmental examinations and the extent to which these should be modified, restricted, or extended; the requirements for high school graduation, for University entrance, and for entrance into other educational institutions and training schools, including technical schools; the requirements of gifted pupils; entrance requirements for student teachers; facilities and programs for teacher education; certificates and certification requirements for teachers; inservice education for student teachers; factors relating to the recruitment and supply of teachers; financial aid to teachers in training.

Researchers Would Update Education

The establishment of a full-time educational research organization, with a director who is a member of the faculty of education, is recommended by the Cameron Commission.

Such an organization's duties would be to maintain contact with new advances in education, to pass information and advice to the province, and to work in close co-operation with the University.

The report asked "that immediate plans be made by the provincial government and the University to provide the space and equipment... at an initial cost of \$200,000", and "that provision be made in the annual University budget for the staff... at an initial cost of \$100,000".

The research organization would ideally operate on a grant basis similar to that used for the Alberta Research Council. The report suggests that a research program be completed in the next five years, and that outside sources be campaigned to secure finances.

Finally, the province should "establish the legislative authority to constitute on a formal basis a revised and re-constituted Alberta Committee on Educational Research."

Social Lacks Enough Facts

Because the Cameron Commission feels that there is not enough emphasis placed on factual learning in social studies programs, it recommends that, without losing any of the desirable qualities of the present program, greater emphasis should be placed on the acquisition of precise factual knowledge.

The Commission also recommended that the Department of Education consider the means of introducing appropriate materials dealing with the role of Afro-Asian countries in world affairs.

The Commission doubted the effectiveness of the blocking together of language and social studies, and recommends the separation of the teaching of these courses, at the junior high school level.

The Commission disapproved of three features of the social studies program: tendency to dictate teaching methods and organization, the requirement of several texts to serve the content of a single course, and the repetition of content at some grade level. Recommendations have been made to provide for these complaints.

Lower Entrance Requirements Assure Lower Quality Teachers

"Lower entrance requirements do not, in the long run, assure a greater supply of teachers. They do assure lower quality of teachers." This is the essence of the Cameron Commission's argument for higher teacher education programs.

Attention must be turned to questions of status, salaries, and matters of selection, recruitment, and retention of these teachers rather than lowering the requirements in an ineffectual attempt at filling posts with poorly trained people.

In commenting on the number of women as compared to men in the teaching profession, the commissioners felt that our schools will always have room for fine women teachers but that the short duration of time that most women teach and the lower qualifications they hold sets a tradition that is unfortunate for the profession. The low status of education as a career for men is also indicated. Recommendations as to alleviating the situation were proposed. It was recommended that the completion of the high school matriculation be required for entrance to any education program. This would mean that the Junior Elementary program would be abolished. Proficiency in English should be emphasized in teacher education and selection.

Personality, health, and character should be important factors in the selection of teachers. Authority and responsibility for selection should be in the hands of the Faculty of Education.

The commission agreed that the

teaching profession, if it is to have appeal over other professions, must earn the respect of the community and students. This will only be accomplished by the advent of stricter selection methods and higher training requirements. Salaries must be placed more in line with the amount of training involved and with opportunities for advancement.

"Too often the objective has been that of securing personnel for teach-

ing who otherwise would not only be unaware of the opportunities but indeed have no real desire to teach. The necessity for this type of persuasion simply underscores the low status of the profession. It may temporarily alleviate the situation but it is no solution to the fundamental problem of upgrading the profession. Indeed the effect is the reverse," the Cameron Commission stated.

Matriculation Standards Need Three French Courses

At present in the Alberta high school curriculum there are two accredited courses in French. There are taught in grades 11 and 12. The student may choose between this French program and a similar Latin or German course in order to complete matriculation.

The Grade 9 curriculum provides for an optional oral French course. This is taught only in schools where a competent instructor is available. Thus, unless the student attends a city junior high school or one of the larger county district schools, his only instruction in a second language will be in French 20 and 30.

The Cameron Commission recognizes that competent instructors are

at present difficult to obtain and that the schools in the province have been using a variety of methods of instruction in the language courses.

It suggests that "these differences in practice are not too significant in themselves. Of greater importance are the concerted opinions that a two-year sequence is not of the value anticipated."

The recommendation is "that the present two-year sequence of courses in French, Latin and German be abandoned, and that in its place a three-year sequence be provided in matriculation."

In sections 91 to 95, the report deals with the teaching of languages of the mother-tongue of the community. It recommends that if a school decides to provide instruction in these languages that they receive the same recognition as French does today. It also provides that instruction in grades three to six in any language including French be limited to one-half hour per day.

Grades seven to twelve should be limited to departmental courses in non-accredited schools, but accredited schools should be free to teach any modern language.

Section 95 recommends the creation of a committee of language specialists, teachers and educational officials, in order to determine the best methods of teaching languages.

The recommendations in several places stress the importance of being bilingual as well as the necessity for providing sufficient academic training to prepare the student for matriculation.

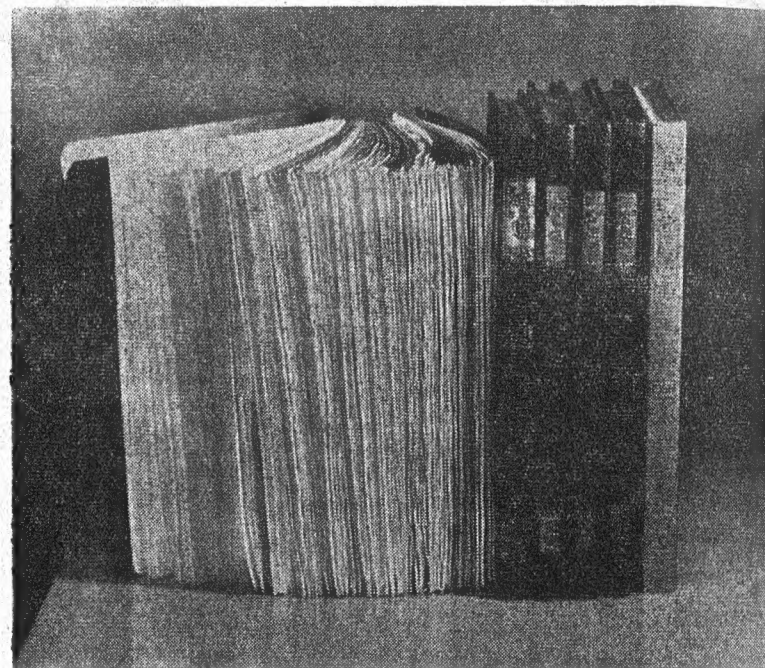
Teacher Training Must Be Revised

The Cameron Commission has recommended that "all teachers — regardless of the grade level at which they will teach — be prepared for their vocation by means of informational background, foundation fields of education, teaching methods and techniques, and practical experience."

Academic courses in the faculty of arts and science should comprise the bulk of a teacher's education because he is required to know more than he teaches in order to enrich his students' education.

A further recommendation was that the "minimum requirement for all teachers be four years of University work, including a degree." During the first two years the candidate must complete three months of practice teaching. The candidate may serve an internship of one year but must return to continue his University course.

"The purpose of the four-year plan—whether the B.Ed. or its equivalent—should be to prepare teachers. This basic preparation should continue to be composed chiefly of arts and science or other courses, their exact proportion and pattern to be determined by the faculty of education."



The Cameron report, released to the public Monday, is a massive document—500 pages and 280 recommendations long. Its thickness dwarfs five copies of the Evergreen and Gold. Personal copies of the report should be available from government printers within three weeks.

Many Counsellors Incompetent

"Guidance and counselling ... (is) one of the major special services required," stated the Cameron Commission report.

"While attempts at guidance are almost universal," the report went on, "only a handful of competent practitioners

exists."

Guidance does not deal with discipline in the schools or with remedial teaching, although it is concerned with these problems when they are related to achievement or lack of it on the part of a student. The purpose of counselling is to assist students in making "wise decisions in the educational and vocational fields", and also in dealing with personal problems which may be affecting their academic success.

With these views in mind, the Commission made the following recommendations:

"That a thorough study of the extent, nature and quality of the present guidance service in the province be made."

"That since specialized skills are required to perform the guidance function adequately, these services be withheld until suitable personnel is available."

"That, at all levels, persons assigned to counselling services be rigidly selected as to personality, preparation and interest."

"That as soon as qualified personnel is available, all school systems, rural and urban, initiate or extend guidance and counselling services to meet their needs."

"That a plan be sponsored immediately by the Department of Education, trustees, teachers and the University, whereby the supply of qualified guidance personnel may be increased to meet modern needs."

"That guidance and counselling personnel be selected from qualified teachers with appropriate experience."

"That financial assistance be available for selected teachers wishing to enrol in special courses for the purpose of engaging in various phases of guidance and counselling work."

The commission reports that the "present Junior Certificate (in guiding) would appear to require upgrading before its possession represents adequate training."

At present, the only requirement for a Junior Certificate in guidance is the successful completion of three undergraduate courses in conjunction with the earning of a teaching certificate. The commission feels that this is inadequate preparation and that specialization in guidance and counselling should be a graduate course.

Two recommendations deal with this problem:—

"That the requirements for a Junior Certificate in guidance be reviewed and revised."

"That courses towards both the Junior and Senior Certificate be offered as a special program and at the graduate level only."

Sciences Suffice

In the fields of the sciences and the maths, particularly at the high school level, the Cameron Royal Commission on education seemed to feel that present course content was sufficient, and that "... deficiencies in the program must be attributed to other factors."

Students Need Study Grants

The Cameron Commission has proposed that financial aid to teachers in training should be given for three definite purposes.

These are "to attract teachers to the profession in time of shortage, to assist capable individuals who could not otherwise finance further education and to encourage and reward achievement and excellence."

With this classification, scholarships were recognized as a useful means of rewarding achievement and excellence. Although bursaries serve all three purposes, they should be sponsored locally since their main function is to attract.

In order to effect these three primary purposes the Commission recommended a comprehensive system of financial assistance for teacher education.

Under the proposed system, bursaries would be sponsored locally with provincial assistance. Recipients of bursaries would be subject to general teacher education requirements and made responsible for breaches of contract associated with bursaries.

A final recommendation proposed "that within total grants structure, a system of special equalization grants toward instructional costs be adopted to safeguard the abilities of school boards to pay adequate salaries."

Among these factors, at least in the mathematics courses, were the lack of competent teachers, which in Alberta "... is depressing." The commission also suggested that greater use be made of models and other classroom aids, and "that efforts be made to develop the mathematics laboratory in all schools of adequate enrolment."

In the light of this view, the commission thought that very little need be done with the high school mathematics program since "the content of the present four course matriculation program presented sufficient challenge for above average students."

However, with the applications of modern mathematical concepts in many fields, the Commission felt that this revolution in mathematics must eventually have its impact upon the mathematics program in public schools. To this end they recommended "that the question of introducing modern mathematics into the public school curriculum, on a gradual and experimental basis, be the subject of special study."

At the high school level, the Grade XII courses in physics and chemistry came in for very little criticism and in fact were commended. The grade 10 and 11 courses, however, were strongly attacked. Since the recognition of their inadequacy has prompted their revision already, very little comment was made concerning course changes in these fields.

The commission believed that this single track of physical science is not enough. They recommended: "That at least one survey type course, comprised of content drawn from the physical sciences, be provided as a non-matriculation elective in high school science."

"That two sequent years of biology as a science pattern for matriculation students be available as an alternate matriculation science route."

"That at least one biology elective be retained in the early grades of the high school."

Community College Plan Recommended

The Cameron Commission found the present state of our technical schools to be inadequate and therefore several recommendations pertaining to these were agreed upon.

It was recommended that "the present highly centralized system of vocational and trade programs be decentralized and re-established in regional centres to be known as community colleges."

The present schools of agriculture and technology would be co-ordinated under one government body. Rather than being located at a few points they would be scattered throughout the province. The benefits from such a plan would be a greater degree of local responsibility and less dependence on a number of government agencies.

Further recommendations were proposed with the purpose of re-defining the public school system by bringing vocational and other non-academic courses into the existing school system.

The Commission recommended: "That the Alberta Planning commission or a committee established by the government be asked to study pertinent factors and to create a master plan of regions in each of which, at local option, a community college may be established at recommended locations."

"That legislation relating to the administration of community colleges provide for their control by regionally elected boards of directors."

"That legislation concerning community colleges provide for a regional advisory committee upon which shall sit competent representatives of the various vocations."

Teachers Need More Training

The Cameron commission collected data that shows the Alberta system is in need of revision in teacher education.

"The proportion of teachers having complete matriculation in Alberta is one of the lowest in Western Canada—and is getting lower," reported the commissioners.

Admission to the Jr. E. program requires English 30, social studies 30, and two additional Grade XII examination subjects. This is an improvement over the old Emergency Teacher Training Program, three six week summers, which caused Alberta to have the lowest standards in Canada in terms of actual certification.

In 1957-58, 781 teachers were granted certificates to teach. For the most part they had failed to obtain Alberta's minimum certificate requirements. Twenty-two per cent lacked matriculation requirements, and twenty-five per cent had completed four or more years of University education.

Approximately 70 per cent of our teachers are women with 55 per cent of these being married. Sixty-eight per cent of the women teachers have one year or less of training. Only 12 per cent have completed four or more years. The men are just the opposite in that only 22 per cent have one year or less training and 54 per cent have completed four years.

Less than one-sixth of the faculty of education is composed of students from the five major cities. The explanation ventured by the Commission is that there are more desirable positions open to the city dweller upon graduation from high school.

and trades related to college programs."

"That community college courses be integrated with the high school program and lead towards the high school diploma."

These community colleges would provide training for the sixty to seventy per cent who cannot or will not complete the requirements of a professional or a semi-professional program. In addition the colleges would provide short term courses suitable for adult education.

Workers Desire More Money For Doing Less Work

There is a definite trend towards indifference to the quality of service rendered and a growing desire "to get more and more for doing less and less", since the close of the second Great War, an attitude peculiar not only to recent school leavers.

More workers are indicating a desire for security in their jobs. Lower incomes but more fringe benefits and guarantee of job permanency is resulting in improved work habits and job habits.

Automation has created a growing need for technicians and persons skilled in one phase of machine

Divided School Year Considered

The Cameron Commission decided that the Educational Planning commission or a committee representing the University at the Department of Education should study the implementation of a divided school year in the whole educational system.

"The type of divided year to be used—semester, or quarter or both—is a matter requiring study," stated the report. "... the divided year has considerable potential for the educational system as a whole", but to avoid confusion there must be organization similarity among all levels of educational institutions.

The Commission recommended "that in the event of decision to adopt the divided school year the Department of Education govern its application in all non-accredited schools".

In the event of a decision not to adopt the divided school year, the Commission felt that community colleges and other selected schools operating on a quarter basis should be provided for.

TV Recommended For Instruction

The Cameron Report recommended that the possibilities of television as a medium of instruction in public schools be investigated thoroughly.

Experimentation in educational television at all school levels should be expanded, and funds should be made available for this purpose, the brief further stated. It was felt that the faculty of education should consider the training that would be required by teachers in order to effectively use this aid.

It would be necessary that the provincial government take action to ensure that a number of channels were reserved for telecasting educational programs, and in the meantime, existing stations should attempt to make arrangements for the broadcasting of such programs.

Much research into areas which are already served scholastically by television preceded these recommendations.

One Text Needed

The Cameron Commission recommended that one basic text, which will be either authorized (i.e. required), or approved, should contain all prescribed content and should be authorized for each course.

This recommendation was made because some unco-operative teachers have reduced the value of many texts, which were introduced to encourage classes to search for knowledge. The Commission feels that this objective can be obtained more appropriately through better educated teachers and in-service education.

operation. Management and supervisory positions are becoming increasingly important. This extreme specialization causes a need for more off the job interests and hobbies to counteract the monotony of the job.

Industry asked "an expansion of University facilities to provide professional training not now available in Alberta."

It was further felt that industry should assume a greater share of the education cost but that government at all levels is ultimately responsible. Industry is willing to continue providing summer work for high school and University students. This training has proven valuable for both parties.

Excerpts From Cameron Report

In the field of mathematics at the high school level, the Commission felt that the present courses were adequate and thus that little should be done with the high school mathematics program content.

"Physical education must have an important place in public education if only because we are becoming a sedentary people." It was recommended that 60 non-credit minutes of physical education per week be a minimum for all students.

In the field of foreign language study, the commission recommended "That the present two year sequence of courses in French, Latin, and German, be abandoned, and that in its place, a three-year sequence be provided in matriculation."

It was recommended that in grades 11 and 12, "at least one major area of each student's program be studied intensively (for approximately 40 per cent of the total time) so as to develop his fullest capacity in that area."

It was recommended that "more intensive three-year programs be developed in accredited schools in all fields of study—including matriculation, fine arts, physical education, business education, and a variety of other programs leading to post-secondary study, or of a terminal or vocational, or general nature."

The Commission has found that complaints of Alberta high school students with complete matriculation being denied entrance to other Canadian Universities, are unfounded.

The Commission has found that the contention that the academic standard of Alberta matriculation is among the lowest in Canada cannot be upheld.

The most serious disadvantages to the Alberta high school student trying to gain entrance to their Universities lies in the fields of mathematics and foreign language study,

Improved Enterprise Methods Suggested

Recommendations for the improvement of the enterprise method are of a general nature:

"That the curriculum authority of the Department of Education be limited to matters of course objectives and content at the various grade levels."

"That instruction in education methods be reserved for teacher education; and that the choice of methods (including organization for teaching) be a prerogative of teachers."

"That curriculum guides be revised to provide a clear statement of content basic to each course, and to specify a source of this content together with minimum materials, equipment and facilities (including library)."

"That the general nature of the curriculum be so conceived as to provide appropriate differentiation at all school levels."

To work with the enterprise system, specific subjects were broken down and discarded, and their material was taught under the general headings, in line with the general "social purpose" involved. An expansion of this program is the "sequence", which sets forth problems to be studied over an entire

because neither Mathematics 31 or French 31 is compulsory.

Regarding the payment of teachers, the Commission felt that to attract and retain competent teachers, salaries must be raised. It did not, however, concur with the opinion that the merit system would improve instruction or provide incentive.

The Commission recommended the establishment of a Master Teaching Group, composed of from one to five per cent of the teaching force, who would receive a salary \$2,000 higher than that of other teachers.

Public Concern—

Poor Standards

That a higher standard of education would result if teacher education were improved, was one area where the Cameron Commission was completely in agreement.

The poor standard of some of our schools and the living and working conditions of our teachers met with disapproval.

It was strongly felt that wages of teachers should be closer to that of other fields requiring similar education. Superior teachers should receive superior salaries.

One other topic was agreed upon. This was the feeling that the teachers should strengthen their professional standards.

(6-year) elementary program.

"The elementary curriculum based on six years is uniform across the province and includes those subjects which have ordinarily been associated with education at this level. (Some of the traditional course names have been changed or hidden: enterprise, for example, includes the social studies of history, geography, civics, citizenship, ethics, as well as health and science. Emphasis is placed upon the basic subjects of arithmetic, reading, literature, (including poetry), composition, physical education, music and art. Times to be devoted to each subject are not specified."

The junior high school program "reflects a desire to provide during adolescent years an educational environment within which the characteristics of adolescents could be recognized usefully."

The high school program consists of compulsory courses besides a complement of 'exploratory' courses. Blocking of subjects, especially the association of language and the social studies, is a continuation of the integrated subject matter approach in the elementary program.

"The compulsory program consists of social studies, language, literature, mathematics, science, physical education, health and personal development—each studied for all three years. The elective subjects are chosen from art, dramatics, music, home economics, industrial arts, agriculture, community economics, oral French, and typewriting. The intention is that four of these subjects will be sampled during the three years. In order to graduate, the student must present standing in the exploratory subjects, and pass the five departmental papers in one year.

"It is ... one thing to be concerned with all aspects of the curriculum, and ... another ... to prescribe. This distinction becomes especially important when the power to prescribe is as great as it is under a system of centralized control like that of Alberta, and indeed of most Canadian provinces.

"While that school must be concerned with social and personal values, a clear distinction needs to be drawn between metaphysical and theological emphasis, (which must not be authoritatively involved in the public school program) and such generally recognized 'goods' as honesty, truthfulness, human sympathy, and respect.

"The school is only one educational agency, though the major one: its tasks derive from society, broadly, rather than from any administrative authority.

"The range of individual difference cannot be well served by a uniform curriculum. The full range of students' potentialities can be developed best through substantial differentiation of curriculum, of increasing proportion from elementary to high school levels."



A hole in the parking area on the University emphasizes the cramped conditions beleaguering student drivers. The parking lot in the background shows every space filled.

Examination System Varies Standards

The Cameron Commission recommended "that ways and means be developed to control and stabilize standards of achievement over long periods of time". Several methods of effecting such standardization followed this recommendation.

Standards of marking departmental examinations now are determined by comparison of achievement of all the students writing the exams. Thus the standing achieved by a student is relative to the performance of all candidates. The Commission feels that this system is detrimental to the establishment and maintenance of satisfactory educational achievement, since it does not allow the development of year-to-year standards.

At present, a student must have a 'C' or better in three Grade 12 subjects, including English 30 and social studies 30, to gain a high school diploma.

To qualify for University matriculation, a student must obtain a 'B' standing or higher in English 30, social studies 30, and four other subjects, the choice depending on the faculty into which admission is desired. A student must also present an average scaled score of 60 in these six subjects, which generally places him in the top 37 per cent of all candidates writing grade 12 examinations.

Certain University faculties impose additional requirements.

Four Commission recommendations suggested means of standardizing achievement level in the schools, in regard to examinations.

The first recommendation was "that intensive study be afforded the length of examinations, and the appropriate use and balance of various types of questions which comprise departmental examinations". The Commission felt that shorter exams might better achieve desired results. It saw merit in both essay type questions, including long mathematical problems, and the "objective" short answer type. Research would seek the combinations that best mirror knowledge and ability on the part of a student.

Conflicting evidence was given the Commission regarding the value of departmental examinations. They maintain provincial standards, (important from the point of view of University entrance requirements), allow some regulation of course content, and demand greater concerted effort on the part of teachers and students. However, they have a tendency to standardize too much, to over-emphasize written result at the expense of general knowledge, and to de-emphasize conditioning to local conditions.

The Commission felt that departmentals were necessary in grade 12 to judge post-high school work. To this end they recommended "that the Departmental examinations be maintained at the Grade 12 level in all schools, and extended to all matriculation subjects".

The Commission also decided that departmentals are needed in grade 9 to judge high school entry. However, where general standards were met by accreditation, the Commission felt that departmentals were unnecessary and their use should be left to the discretion of individual teachers. Non-accredited schools, however, should continue to use departmentals in Grade 10 and 11.

Accreditation, by earlier recommendation, would be granted by the Department of Education to schools which proved upon inspection to be maintaining a satisfactory general standard in subject matter covered

and teaching methods used. Such accreditation, granted for an unlimited period but subject to frequent and periodic review, would give teachers free reign in choosing both subject matter and teaching methods.

Non-accredited schools would continue to be closely supervised by the Department of Education and hence would be required to use departmental examinations in all grades.

This recommendation was aimed at controlling general standards and eliminating rural-urban dissimilarity, while decreasing provincial control over individual schools.

The Commission further recommended "that all students leaving high school at any stage be required to write tests of computational and communicational skills". These tests would be designed to determine a student's ability in speaking, writing, and in relatively simple arithmetical calculations. Neither a junior nor senior matriculation high school diploma would be granted to students unless these tests were successfully written. The Commission feels that such a requirement will increase student ability to handle himself in the business and technical world upon leaving school.

The last recommendation regarding examinations was "that each major school system—including cities, divisions and counties—secure the services of, or have ready access to, a trained and competent person in testing and measurement".

This recommendation further states: "that a Bureau of Tests and Standards be created in the Department of Education to facilitate the development of standardized tests, to upgrade local testing programs, and to sample and maintain records of achievement in crucial subject areas throughout the whole school system".

These tests would not be compulsory, according to the Commission, since they are internal surveys to be applied throughout the year. The Commission feels that such Department exam-setting provides standard exams, and allows the Department of Education a year-through evaluation of various courses. A permanent tester is deemed necessary because even the best teachers can slip in setting papers and in assigning value to them.

Gerin Suggests Pamphlet Detailing Information About Canadian Campi

"NFCUS intends to investigate possibilities of a summer employment exchange program, giving eastern students an opportunity to work in the west, and western students an opportunity to work in the east. In this way we hope to bring about a cultural exchange of Canadian University students, and help them meet Canadian students from all parts of this

country," stated Jacques Gerin, national president of NFCUS at an open meeting in West lounge last Friday.

Mr. Gerin, a fourth year engineering student at the University of Montreal, was elected national president of NFCUS at the national conference held in Saskatoon last month. He visited this campus while on a tour of all Canadian Universities within the federation.

The purpose of this tour was to meet with as many students as possible, and to explain NFCUS under two headings: "NFCUS, What It Does and What It Will Do."

The open meeting in West lounge last Friday, although very poorly attended, did give rise to a lively question period. One of the topics under discussion was the suggestion that NFCUS investigate the feasibility of printing a pamphlet or booklet supplying information on curriculum and student activities on campus across Canada. It was felt that such a booklet would be very handy for students considering enrollment at a University other than their present one, and would contain all relevant data on such aspects as course requirements and campus clubs.

Mr. Gerin explained some of NFCUS's major projects such as the life insurance plan, available to any University student. He stated that this life insurance plan is the best in Canada, and is unique in that it was arranged with a national insurance company by students for students.

In this talk, Mr. Gerin stressed the importance of students meeting with fellow students from other parts of this country. He cited the value of conferences through which delegates from eastern campi meet with delegates from the western Universities and cultural exchanges are made possible.

Mr. Gerin declared that, "NFCUS wants to bring about the feeling that the student is not only a part of his respective University, but is a part of something bigger—the realization that he is part of a national student group with its own choice in local and national matters, taking an active interest in affairs affecting the Canadian student."



NFCUS at work—two members of the local NFCUS hierarchy and national president Jacques Gerin were photographed during a Students' Council dinner in the University cafeteria. Gerin toured the Alberta campus, and met some students.

Accreditation Gives Autonomy

In the matter of autonomy regarding curriculum, the Commission recommended that "schools and school systems designated as accredited be granted autonomy in matters of curriculum. The report then defined accredited schools as those "sufficiently mature to be able to devise and extend their own curriculum beyond the mandatory and other courses specified by the province."

This statement was somewhat qualified by saying that the Department should set up a "basic curriculum" to bring up standards in schools and systems where libraries and equipment are minimal, teacher turnover is great, and where professional preparation of teachers is

slight. In addition to this basic curriculum, the Department should provide electives from which these "accredited" schools can choose.

The Commission recommended that curriculum committees be set up between the public and the Department of Education as a means of promoting more effective communication between these two parties.

Personnel not directly concerned with education, but who are experts in their field, are now helping to determine high school programs. Because the Commission feels that the aid of these experts should be recruited in determining program in elementary and junior high schools as well as in high schools, the Commission recommended that "skilled working committees be representatively constituted of teachers, public education officials, and non-public education personnel who are specialists in the subject matter."

Gateway Short Shorts

Club Announcements

A symposium on "The Future of the African Peoples" will be held on Tuesday, Nov. 17, at 7:30 pm. in Wauneita lounge. Speakers will be Dr. J. MacDonald of the education department, and Mr. Peter Paris, SCM secretary. The symposium is sponsored by the United Nations club.

An organizational meeting of the Figure Skating club will be held at 4:30 pm. Friday, Nov. 20, in the lecture room of the gym. Anyone interested in skating is invited. A discussion on practice times, professional instruction and coaching will be held. Activities will not be confined solely to inter-varsity events. For more information, phone Lorna Saville at GE 9-1546.

Students' Wives club will meet at 8 pm. Wednesday, Nov. 19. Non-member wives are invited to attend.

Social Credit study group will be given by Ambrose Holowatch, Alberta MLA, and former MP, to the Social Credit club. The meeting is at 4:30 pm. Wednesday, Nov. 18, in the West lounge.

The Badminton club will be playing Tuesday, Nov. 17, from 7 to 10 pm. in the Drill hall.

All football players on the intervarsity team are to have their pictures taken in SUB, between 3:30 and 5:30 pm. or 7 and 9 pm., Wednesday, Nov. 18.

Lost and Found

Lost: Engraved Lady Elgin wristwatch, in the vicinity of Medical building. Finder please phone Marion Peers at GR 7-1376.

Lost: Swiss-Tundra wristwatch. Finder please phone Leonard Lucas, at GE 3-1631.

Religious Notes

SCM will present a lecture on "Historical Conflict between Evolution and Christian Belief" by Dr. John R. Nursall, of the zoology department, on Thursday, Nov. 19, at 12:30 pm. in Arts 120.

Miscellaneous

Arts and Science undergraduates

should report to the employment office main floor of the Administration building, regarding summer employment. Jobs are now available.

Students who wish to apply for admission to the first year Medicine or first year Dentistry for the 1960-61 session, should call at the Registrar's office in the Administration building as soon as possible to complete appropriate application cards. Applicants should report no later than December 12, 1959.

Medical applicants are requested to call at Dean MacKenzie's office (room 225, Med building) between Feb. 15 and Feb. 20, 1960 to make an appointment for an interview. Dental applicants are requested to call at Dean MacLean's office (room 263, Med building) during the second week in January to make an appointment for an interview.

Male actors are urgently needed for a French play. If interested please attend rehearsal at Con hall Wednesday, Nov. 18, at 7:30 pm. All those who have roles please attend the following rehearsals: Wednesday, Nov. 18; Thursday, Nov. 19 at 2:30 pm.; Friday, Nov. 20, at 10:30 pm.

Wanted: A girl to share a modern

suite near University. Available immediately. For information phone GE 3-8043.

Noon-hour recital program, Nov. 19:

Voluntary of Doxology, Purcell; The Passion Chorale, Brahms; Inter-Duquin; Folk Tune; March from mezzo, Mascagni; The Cuckoo, Sigurd Jorsalfar, Grieg.

Required: Ride at 4:30 pm. daily, to 107 Ave. and 101 St. or vicinity. Please contact Sheila Quine at local 274.

Hugill debates:

Resolved: That the Politician is Man's Best Friend.

Affirmative: Brad Sumner, Walter Stanford. Negative: Jerry Palmer, Ted Jones. Held at 5:30 pm., Nov. 17, in Arts 120.

Resolved: That Alberta Liquor Laws are Determinantal to Albertans. Affirmative: Jim Rae, Earl Jenson. Negative: Ted Carruthers, Eugene Shemeluck. Held at 4:30 pm., Nov. 19, in Arts 120.

Resolved: That Fraternities are a Menace to Education. Affirmative: Richard Tingle, Anne Lucas. Negative: John Whitewood, Ernie Marshal. Held at 4:30 pm., Nov. 19, in Arts 120.